

## Influence of Gaming Media *Truth or Dare* Regarding Pancasila Education Learning Outcomes for Class IV Students at SDN 09 Banyu Abang

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### Abstract

*Formulation of the problem in this research is how the truth or dare card media influences the Pancasila education learning outcomes of Class IV students at SDN 09 Banyu Abang. This research uses experimental research with the Quasy Experiment Design method, while the research design used is Nonequivalent Control Group Design. The population in this study were all class IV students at SDN 09 Banyu Abang consisting of 14 students in class IV A and 14 students in class IV B. The samples in this study were class IV A students (Experimental Class) and class IV B students (Class Control) SDN 09 Banyu Abang. The technique used to determine the sample is a saturated sample. Data collection uses test questions. Hypothesis testing uses an independent sample t-test which begins with pre-requisite tests, namely the normality test and homogeneity test. The results of this research show that there is an influence of the truth or dare game media on the Pancasila education learning outcomes of class IV students at SDN 09 Banyu Abang. This is proven by the independent sample t-test, namely  $t_{count} (3.980) > t_{table} (2.056)$ , with a significance level of 0.05. The average posttest score obtained in the experimental class was 80.21, which was better than the average posttest score obtained in the control class, namely 64.50 in the specified KKM, namely 70.*

**Keywords:** *Truth Or Dare Game Media, Learning Results, Pancasila Education.*

### INTRODUCTION

The word "Media" comes from Latin which is the plural form of "Medium", literally meaning intermediary or introduction. The National Education Association (NEA) defines media as any object that can be manipulated, seen, heard, read or talked about along with the instruments used in these activities (Nurfadhillah, 2021: p. 7). Specifically, the definition of media in the learning process can be interpreted as photographic, graphic or electronic tools to process, capture and reconstruct visual or verbal information.

The Industrial Revolution 4.0 has had a huge impact on the current learning system. Increasingly rapid changes coupled with increasingly complex human needs, education must be aligned to answer all today's challenges. This is in line with the nation's projection to welcome Indonesia's Golden Generation 2045 (Kemendikbud, 2019).

Independent learning is a form of policy adjustment to recapture the essence of assessment that has been forgotten. The concept of Independent Learning is the return of the national education system to the essence of the law in giving schools the freedom to interpret the basic competencies of the curriculum during assessment. According to the Ministry of Education and Culture, freedom of independent learning means providing independence and autonomy to educational units and independence from bureaucracy, freeing teachers

from complicated bureaucracy and giving students the freedom to choose the subjects they want (Tohir, 2020).

The important points that the government pays attention to in implementing this policy include student learning outcomes. Learning outcomes are abilities obtained after students gain experience when participating in a lesson. Learning outcomes include patterns of action, values, understanding, attitudes, appreciation, and skills (Juanita, 2022). The standards for whether a learning outcome is good or not certainly have certain assessment standards. Whether the learning outcomes are successful or not can be known if they have met the KKM. Low learning outcomes are one of the problems that often occur in the world of education.

Pancasila education is a lesson taught at all levels of education from elementary, middle, high school to university levels in Indonesia. Pancasila education instills attitudes, morals, etiquette, law, rights and obligations of citizens, heroes' struggle for Indonesian independence, and fosters a sense of love for the Unitary State of the Republic of Indonesia. Susanto (2016: p. 225) states that, "Citizenship education is a subject that is used as a vehicle for developing and preserving noble and moral values that are rooted in Indonesian national culture."

Based on the expert opinion above, it can be concluded that the Pancasila education subject is a subject that focuses on providing students with

an understanding of upholding their rights and obligations as citizens and forming students into good citizens in accordance with the noble values and morals of the Indonesian nation.

Based on pre-research observations carried out on November 9 2023 at SDN 09 Banyu Abang, it can be concluded that one of the causes of low student learning outcomes in the Pancasila Education subject is the lack of use of learning media in delivering the material so that it is less interesting and causes students' interest in learning. decreased in Pancasila Education lessons and there are still many students who experience misconceptions about the subject matter, which has an impact on errors in answering questions and affects students' learning outcomes.

Based on a direct interview with Mr. Yitno, S.Pd. (class IV homeroom teacher) obtained information on the learning outcomes of Pancasila education for class IV students which is still relatively low, this can be seen from the learning outcomes of many students who are still below the Minimum Completeness Criteria (KKM) which is 70 so that students are declared still incomplete in Pancasila education learning. This is proven by the odd scores obtained in the mid-semester exam, 18 out of 28 students or 64% still got scores below the KKM and the remaining 10 students or around 36% had achieved scores above the minimum completion criteria, namely 70.

As for the results of interviews conducted with several class IV students at SDN 09 Banyu Abang, information was obtained that there was no learning using game media and students were very interested if the Pancasila education learning process was carried out by learning while playing. However, in the learning process so far, teachers have never inserted games into the learning process in the classroom. This is due to limited teacher creativity in utilizing learning media and games related to learning material.

The lack of student learning outcomes in Pancasila education learning occurs because the ongoing learning process is still teacher-centered so that students become less active and quickly get bored with learning. Apart from that, in this citizenship education lesson, the teacher has not used learning media optimally. The learning

media used are limited to whiteboards and simple pictures contained in books or attached to the classroom walls so that students' interest in learning is very low. Apart from that, the availability of media in the school has not been utilized optimally. And in the learning process teachers still use conventional learning using the lecture method and giving individual exercises or assignments to students.

Based on the description above, it is necessary to make an effort to improve student learning outcomes by implementing learning media in the form of games in the learning process. Learning media are intermediary devices or tools used by teachers or educators to establish communication with students. With the existence of learning media, it is hoped that it will be able to help teachers convey learning effectively and more practically.

The learning media focused on in this research is learning media that is able to increase interaction between teachers and students in thematic learning. Media is considered good if the message or information in the media is conveyed according to the message (Budiyono, 2020). Compared to other alternative learning media such as films, videos, comics, etc., games are the best alternative that suit the characteristics of students or children. The choice of games as an alternative learning media is also supported by research by Christian (2017) which states that more than 50% of students choose game media over videos or comic books. Educational games are games that contain learning material so that students can better understand lessons with high learning motivation through playing while learning. This educational game is an educational tool that is educational in nature. Media in the learning process aims to make it easier for students to understand the material. One media that can improve student learning outcomes is card media. Playing cards are one of the best alternatives that suit the characteristics of students or children.

Game media *Truth or dare* is a form of learning media that can be used to improve student learning outcomes. Instructional Media *Truth or dare* is a game played in groups with two types of cards: cards *Truth* and cards *Dare*. Together *Truth* contains questions that require a

"Yes or No" answer only, while cards *Dare* contains questions that require answers with more detailed explanations or explanations regarding the material. To determine the order of play, a bottle is rotated on a table with each group leader sitting around it in a circle. The first player to start the game will be designated by the bottle that is spun after the bottle stops spinning. To determine which card they will play, the first player will toss a coin. The other group will read out questions from the game cards they have chosen. Next, the player group will be given two minutes to answer the questions written on the game card.

Use of game media *Truth or dare* is very important because it can encourage students to participate actively in learning activities, because this game media can provide feedback which makes the learning process livelier and more effective, if this game is used as a learning medium for Pancasila education to provide questions and challenges about the homeland Indonesia. Game *truth or dare* This provides two different cards, where students are asked to carry out the card they choose, namely choosing a challenge or having to answer honestly regarding the application of Pancasila values and norms, defending the homeland or the way students respect other people which is in accordance with the implementation of human rights.

Sitohang (2023) shows that card games *truth or dare* have a positive influence on improving student learning outcomes in Mathematics subjects. Strengthened by research by Sari (2020) showing that the game *truth or dare* influences student learning outcomes in Pancasila and citizenship education subjects.

Card game *truth or dare* presented as a medium for solving students' problems in learning Pancasila education. Card game media development activities *truth or dare* as a learning tool has been studied by several previous studies. Many learning materials try to use card game media *truth or dare* to improve learning outcomes. In this research, it provides novelty by using card game media *truth or dare* to analyze the influence on the learning outcomes of class IV students. Therefore, researchers are interested in applying it to Pancasila education learning, with the title "**Influence of Gaming Media**

**Truth or dare on the results of the Pancasila Education Learning Results for Class IV Students at SDN 09 Banyu Abang"**

**METHOD**

**A. Research Approach and Type**

**Research methods**

The approach used in this research is a quantitative approach. According to Sugiyono (2019: p. 16-17) quantitative research methods are research methods that are based on the philosophy of positivism, used to research certain populations or samples, collecting data using research instruments, quantitative/artistic data analysis, with the aim of testing hypotheses which have been set. In this research there is a control class, but it does not fully function to control external variables that influence the implementation of the experiment. (Sugiyono, 2019: p. 77)

This research uses a type of experimental research with a quasi-experimental research method (*quasi experimental design*). The research design that will be used in this research is *Nonequivalent Control Group Design* (Sugiyono, 2019;79). *Nonequivalent Control Group Design* is a research design in which there are two classes, namely the experimental class and the control class. In the design of this research, the independent variables are classified into 2 (two) sides, namely Media *Truth or Dare* (X<sub>1</sub>) and Visual Media (X<sub>2</sub>), while the dependent variable is the students' Pancasila Education learning outcomes. The design of this research can be seen in the following table.

**Table. 1 Research Design**

Class	<i>Pretes t</i>	Treatmen t	Posttes t
Experimental Class	THE <sub>1</sub>	X <sub>1</sub>	THE <sub>2</sub>
Control Class	THE <sub>3</sub>	X <sub>2</sub>	THE <sub>4</sub>

Population is a generalized area consisting of subjects and objects that have certain qualities and characteristics determined by the researcher to be studied, then conclusions are drawn. So, the

population is not only people, but also objects and other natural objects (Sugiono, 2019: p. 80). The population of this research is all students in Class IV SDN 09 Banyu Abang on Jln. Arif Rahman Hakim, Kec. Batang Bay, District. North Kayong, with a total of 28 students.

The sampling technique in this research is a saturated sampling technique where the entire population is used as a sample. According to Sugiyono (2022: p. 133) The sampling technique is a sampling technique when all members of the population are used as samples. This was done because the population was relatively small, less than 30 people and the researcher wanted to make generalizations with a small error rate

**Place and Time**

The research location will be carried out in class IV of SDN 09 Banyu Brother. School selection is based on the distance between schools affordable and the topic of the title raised is found in the school, so the researcher made the school a place for research

The research is planned to be carried out in the Even Semester of the 2024/2025 academic year. From November 2023- March 2024

**Research Techniques and Instruments**

Techniques and data collection are very important steps in the scientific method for testing hypotheses, because data is very important in the scientific method for testing hypotheses. The technique used to collect data in carrying out this research is in the form of a test

The instrument used in this research was a test about students' descriptions. The description test is chosen so that students can answer questions with descriptions, explanations and reasons and discuss the questions according to the students' knowledge. Test questions were used during the pretest and posttest in the two sample classes. Each question is created based on indicators of critical thinking skills.

Before these questions are used as a measuring tool to determine student learning outcomes, the questions are first tested on students who are not the sample in this research,

namely class V students, where class V students have already received the learning material.

**RESULTS AND DISCUSSION**

This research will begin to be carried out on November 9 2023 to March 22 2024. With details, namely on November 9 2023, initial observations will be made and at the same time asking permission from the Principal of Banyu Abang 09 State Elementary School to conduct research at the Elementary School. Furthermore, on March 6 2024, Mrs. Risdiana Andika Fatmawati, M.Pd. validated the test instrument. Then, on March 14 2024, he gave a research permit letter to the Principal of Banyu Abang 09 State Elementary School. From 15 March 2024 to 22 March 2024, the research was carried out by conducting learning applications in 2 meetings to test validation of test questions in class V (Five) and 4 meetings in class 4 (Four). The time allocation for one meeting is 2 x 35 minutes (2 lesson hours) and the material taught in this research is Pancasila Education Chapter 5 Mutual Cooperation Lifestyle. Before carrying out the instrument test results are declared valid. The following is the data on the results of the control class and experimental class

**Results**

**Table. 2 control class data**

Statistics		Pretest	Posttest
Number	of	14	14
Students		10	10
Number	of	617	903
Questions		44,07	64,50
Number of Values		12,26	12,09
Rate – Rate		65	80
Standard Deviation		30	43
Maximum Value			
Low Score			

The table above shows that the average value *pretest* the control class was 44.07 with a standard deviation of 12.26 and after being treated using visual media in the control class the average was 64.50 with a standard deviation of 12.09

Based on average *pretest and posttest* in the experimental class and control class, differences between the two were visible. Average *posttest* in the experimental class was



higher than the average in the control class. This can be seen in the following graph

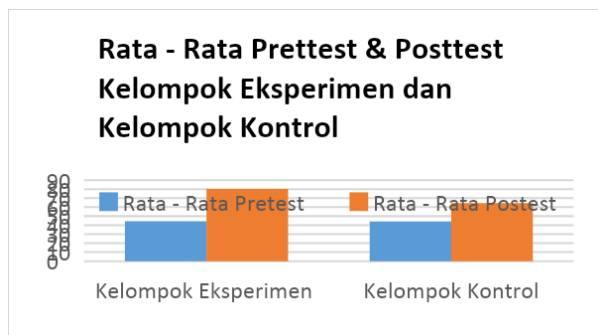


Figure 1 Average Graph Pretest-posttest

### Conditional Test Results

#### Normality Test

Based on the results of the normality test, it was obtained *pretest* experiment say  $0.05 \geq 0.05$  and *posttest* experiment say  $0.65 > 0.05$ , *pretest* check yourself  $0.07 > 0.05$  dan *posttest* control sig  $0.24 > 0.05$ . This shows that the data *pretest* and data *posttest* Both experimental and control groups had data that was normally distributed because the sig value was  $> 0.05$ .

#### Homogeneity test

Based on the results of the homogeneity test in the pretest data in table 4.14, the significant value of the homogeneity test (sig) was  $0.55 > 0.05$ . So, it can be concluded that the two-pretest data are homogeneous.

#### Uji -t

The t test is used to measure the influence of game media *Truth or Dare* on the learning outcomes of Pancasila education for class IV students at SDN 09 Banyu Abang. Once it is known that the two-sample data have a normal and homogeneous distribution of data, the next stage is hypothesis testing. The following is the research hypothesis:

Ha: Medium *Truth or Dare* influence educational learning outcomes

Pancasila of class IV students of SDN 09 Banyu Abang

I have: Medium *Truth or Dare* has no effect on the Pancasila Education learning outcomes of class IV students at SDN 09 Banyu Abang

This test uses a test formula *independent sample t-test*. Hypothesis testing was carried out on both data *posttest* using SPSS version 29.0.

Decision making on tests *independent sampel t-test* based on If  $t_{count} > t_{table}$  for  $H_a$  accepted and if  $t_{count} < t_{table}$  then  $H_o$  is rejected. Based on the results of the t test in the independent *sampel t-test* known t value<sub>count</sub> 3,980 and  $t_{table}$  2,056. Shows that the t value<sub>count</sub> 3,980  $>$   $t_{table}$  2,056 then  $H_a$  is accepted and this proves the use of gaming media *truth or dare* impact on the learning outcomes of class IV students at SDN 09 Banyu Abang.

### Discussion

Based on results data from the pretest experimental class and control class it can be concluded that all students in the experimental class and control class have grades *pretest* below the KKM score for Pancasila education at the school, namely 70. In the experimental class, treatment was given using game media. *truth or dare* while the control class was given treatment using visual media in the form of pictures. After being given a pretest and different treatment of the two classes, will then be given a *posttest* in both classes to find out students' learning outcomes after learning.

Based on value, the *posttest* obtained in the experimental class was the lowest score of 65 and the highest score of 96 with an average of 80.21 while the *posttest* obtained in the control class was the lowest score of 43 and the highest score of 80 with an average of 64.50. From the average obtained by the two classes, it shows that the experimental class obtained better results than the control class. Based on table 4.8, result data *posttest* the experimental class showed 2 students who got scores below the KKM and 12 students got scores above the KKM, while in table 4.11 shows the results data *posttest* in the control class there were 7 students who got scores below the KKM and 7 students got scores above the KKM.

Based on the average value *posttest* of these two classes, it can be seen that the average value *posttest* the experimental class is higher when compared to the average value *posttest* control class, thus indicating that the use of game media *truth or dare* can improve learning outcomes in Pancasila education compared to using visual media. Students are taught using game media *truth or dare* in the subject of

Pancasila education in class IV of SDN 09 Banyu Abang obtained marks *pretest* with an average of 44.21 and for marks *posttest* obtained with an average value of 80.21. Meanwhile, the learning outcomes of students who were taught using visual media obtained grades *pretest* with a mean of 44.07 and avg *posttest* 64,50.

Before the hypothesis testing stage, the research data must first meet the prerequisite tests for data analysis which include normality tests and data homogeneity tests *pretest* and *posttest*. The normality test is carried out using the test *shapiro-wilk* to find out whether the pretest and posttest data for the experimental class and control class are normally distributed or not. Reasons for using the test *shapiro-wilk* because it has advantages in statistical power and effectiveness in small sample sizes in research. The decision-making criteria for the normality test are if the sig value is  $> 0.05$ , then the data is normally distributed and if the sig value is  $< 0.05$ , then the data is not normally distributed. Normality test results were obtained *pretest* experiment say  $0.05 \geq 0.05$  and *posttest* experiment say  $0.65 > 0.05$ , *pretest* check yourself  $0.07 > 0.05$  dan *posttest* control sig  $0.24 > 0.05$ . This shows that the data *pretest* and data *posttest*. Both experimental and control groups had data that was normally distributed because the sig value was  $> 0.05$ .

The data homogeneity test was carried out to determine whether the data *pretest* and *posttest* whether the two classes are homogeneous or not. Homogeneity test on the data *pretest*. This is done to ensure that the groups being compared have the same variability before treatment, this is important to ensure that differences in posttest results can be attributed to the treatment, not to initial differences between groups. Meanwhile, test the homogeneity of the data *posttest* carried out after treatment to ensure that variability between groups remains consistent and it is important to assess whether treatment affects the homogeneity of learning outcomes. This homogeneity test was carried out using SPSS through testing *levene statistics* with a significance level of 0.05. The basis for decision making in the homogeneity test is that if the significant value (sig) on the Based-on Mean is  $> 0.05$  then the data is homogeneous and if the

significant value (sig) on the Based on Mean  $< 0.05$  then the data is not homogeneous. Based on the results of the data homogeneity test, the experimental class and control class values were obtained from the data *pretest* (sig)  $0.55 > 0.05$ , while the results in the data *posttest* (sig)  $0.12 > 0.05$ . So, it can be concluded from both data *pretest* and *posttest* homogeneous.

Based on the results of the normality test and homogeneity test, it can be concluded that the research data has met the prerequisite tests for hypothesis testing or t test. The t test is used to measure the influence of game media *Truth or Dare* on the learning outcomes of Pancasila education for class IV students at SDN 09 Banyu Abang. Once it is known that the two samples' data have a normal and homogeneous distribution of data, the next stage is hypothesis testing. Decision making on tests *independent sampel t-test* based on If  $t_{count} > t_{table}$  for  $H_a$  accepted and If  $t_{count} < t_{table}$  then  $H_o$  is rejected. T test results with test *independent sampel t-test* was  $t_{count} (3,980) > t_{table} (2.056)$ , with a significance level of 0.05. So,  $H_a$  was accepted and this proves the use of game media *truth or dare* impact on the learning outcomes of class IV students at SDN 09 Banyu Abang.

## CONCLUSION

Based on the research results and discussions that have been presented, the learning outcomes of students who are taught using game media are *truth or dare* in the subject of Pancasila education in class IV of SDN 09 Banyu Abang obtained marks *pretest* with an average of 44.21 and for marks *posttest* obtained with an average value of 80.21. Meanwhile, the learning outcomes of students who were taught using visual media obtained grades *pretest* with a mean of 44.07 and avg *posttest* 64.50. There is a significant influence between the use of the truth or dare game media on the learning outcomes of Pancasila education at SDN 09 Banyu Abang. This is proven by the results of the t test with a test *independent sample t-test* is  $t_{count} (3,980) > t_{table} (2.056)$ , with a significance level of 0.05. So, it can be concluded that there is an influence of game media *truth or dare* on the learning outcomes of Pancasila education for class IV students at SDN 09 Banyu Abang.

**SUGGESTION**

The suggestions in this research are as follows:

1. Using appropriate learning media will certainly have a positive impact on students' learning process and encourage them to be more active in learning. Therefore, it is hoped that teachers can use learning media that suit the characteristics of students, such as using game media *truth or dare* or other game media.
2. For schools, it is hoped that they can further improve supporting facilities in the teaching and learning process, so that teachers can develop new, more interesting learning media or programs to support students' learning processes.
3. It is hoped that other researchers can conduct similar research using game media *truth or dare* in other learning subjects that are more creative according to needs

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